

Long Term Key Learning Opportunities	22-36 months	30-50 months	40-60 months	Early Learning Goals
Personal Social Emotional Development	Communication and Language			Physical Development
<ul style="list-style-type: none"> *Interested in other's play and starting to join in. *Seeks out others to share experiences. *Expresses own preferences and interests. *Responds to the wishes and feelings of others. *Aware that some actions can hurt or harm others. *Shows understanding and cooperates with some boundaries and routines. *Can inhibit own actions/behaviours, e.g. stop themselves from doing something they shouldn't. *Growing ability to distract self when upset, e.g. by engaging in a new play activity. *Can play in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other children. *Initiates play, offering cues to peers to join them. *Keeps play going by responding to what others are saying or doing. *Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults. *Can select and use activities and resources with help. *Welcomes and values praise for what they have done. *Confident to talk to other children when playing, and will communicate freely about own home and community. *Shows confidence in asking adults for help. *Aware of own feelings, and knows that some actions and words can hurt others' feelings. *Begins to accept the needs of others and can take turns and share resources, sometimes with support from others. *Initiates conversations, attends to and takes account of what others say. *Takes steps to resolve conflicts with other children, e.g. finding a compromise. *Confident to speak to others about own needs, wants, interests and opinions. *Understands that own actions affect other people, for example, becomes upset or tries to comfort another child when they realise they have upset them. *Beginning to be able to negotiate and solve problems without aggression, e.g. when someone has taken their toy. *Children play co-operatively, taking turns with others. *They take account of one another's ideas about how to organise their activity. *They show sensitivity to others' needs and feelings. *They form positive relationships with adults and other children *Children are confident to try new activities. *They can say why they like some activities more than others. *They are confident to speak in a familiar group. *They will talk about their ideas. *They will choose the resources they need for their chosen activities. *They say when they do or don't need help. *They work as part of a group or class and understand and follow the rules. 	<ul style="list-style-type: none"> *Single channelled attention. Can shift to a different task if attention fully obtained – using child's name to focus. *Understands more complex sentences, e.g. 'Put yours toys away and we'll read a book.' *Understands 'who', 'what', 'where' in simple questions (e.g. Who's that/can? What's that? Where is it?) *Developing understanding of simple concepts (e.g. big/little) *Uses language as a powerful means of widening contacts, sharing feelings, experiences and thoughts. *Holds a conversation, jumping from topic to topic. Learns new words very rapidly and is able to use them in communicating. *Uses gestures, sometimes with limited talk, e.g. reaches toward toy, saying 'I have it'. *Uses a variety of questions (e.g. what, where, who). *Uses simple sentences (e.g. 'Mummy gonna work.') *Beginning to use word endings (e.g. going, cats) *Listens to others one to one or in small groups, when conversation interests them. *Shows understanding of prepositions such as 'under', 'on top', 'behind' by carrying out an action or selecting correct picture. *Responds to simple instructions, e.g. to get or put away an object. *Beginning to understand 'why' and 'how' questions. *Beginning to use more complex sentences to link thoughts (e.g. <i>using and, because</i>). *Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences. *Uses vocabulary focused on objects and people that are of particular importance to them. *Uses talk in pretending that objects stand for something else in play, e.g. <i>'This box is my castle.'</i> *Two-channelled attention – can listen and do for short span. *Responds to instructions involving a two-part sequence *Listens and responds to ideas expressed by others in conversation or discussion *Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words. *Uses language to imagine and recreate roles and experiences in play situations. *Links statements and sticks to a main theme or intention. *Uses talk to organise, sequence and clarify thinking, ideas, feelings and events. *Introduces a storyline or narrative into their play. *They give their attention to what others say and respond appropriately, while engaged in another activity. *Children follow instructions involving several ideas or actions. *They answer 'how' and 'why' questions about their experiences and in response to stories or events. *Children express themselves effectively, showing awareness of listeners' needs. *They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. *They develop their own narratives and explanations by connecting ideas or events. 			<ul style="list-style-type: none"> *Squats with steadiness to rest or play with object on the ground, and rises to feet without using hands. *Climbs confidently and is beginning to pull themselves up on nursery play climbing equipment. *Show control in holding and using jugs to pour, hammers, books and mark-making tools. *May be beginning to show preference for dominant hand. *Beginning to recognise danger and seeks support of significant adults for help. *Uses one-handed tools and equipment, e.g. makes snips in paper with child scissors. *Understands that equipment and tools have to be used safely. *Uses simple tools to effect changes to materials. *Handles tools, objects, construction and malleable materials safely and with increasing control. *Shows a preference for a dominant hand. *Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks. *Shows understanding of how to transport and store equipment safely. *Practices some appropriate safety measures without direct supervision. *Children show good control and co-ordination in large and small movements *They handle equipment and tools effectively, including pencils for writing.

Literacy	Mathematics	Understanding the World	Expressive Arts and Design
<ul style="list-style-type: none"> *Distinguishes between the different marks they make. *Sometimes gives meaning to marks as they draw and paint. *Ascribes meanings to marks that they see in different places. *Gives meaning to marks they make as they draw, write and paint. *Begins to break the flow of speech into words. *Links sounds to letters, naming and sounding the letters of the alphabet. *Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence. *Writes own name and other things such as labels, captions. *Children use their phonic knowledge to write words in ways which match their spoken sounds. *Some words are spelt correctly and others are phonetically plausible. 	<ul style="list-style-type: none"> *Selects a small number of objects from a group when asked, for example, 'please give me one', 'please give me two'. *Recites some number names in sequence. *Creates and experiments with symbols and marks representing ideas of number. *Begins to make comparisons between quantities. *Uses some language of quantities, such as 'more' and 'a lot'. *Knows that a group of things changes in quantity when everything is added or taken away. *Beginning to categorise objects according to properties such as shape or size. *Begins to use the language of size. *Uses some number names and number language spontaneously. *Uses some number names accurately in play. *Compares two groups of objects, saying when they have the same number. *Shows an interest in shape and space by playing with shapes or making arrangements with objects. *Uses positional language. *Shows interest in shape by sustained construction activity or by talking about shapes or arrangements *Uses shapes appropriately for tasks. *Beginning to talk about the shapes of everyday objects, e.g. 'round' and 'tall'. *Counts up to three or four objects by saying one number name for each item. *Counts objects to 10, and beginning to count beyond 10. *Counts out up to six objects from a larger group *In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting. *Beginning to use mathematical names for 'solid' 3D shapes and 'flat' 2D shapes, and mathematical terms to describe shapes. *Selects a particular named shape. *Can describe their relative position such as 'behind' or 'next to'. *Beginning to use mathematical names for 'solid' 3D shapes and 'flat' 2D shapes, and mathematical terms to describe shapes. *Uses familiar objects and common shapes to create and recreate patterns and build models. *They recognise, create and describe patterns. *They explore characteristics of everyday objects and shapes and use mathematical language to describe them. 	<ul style="list-style-type: none"> *Learns that they have similarities and differences that connect them to, and distinguish them from, others. *Enjoys playing with small-world models such as a farm, a garage, or a train track. *Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family. *Talks about why things happen and how things work. *Looks closely at similarities, differences, patterns and change. *They know that other children don't always enjoy the same things, and are sensitive to this. 	<ul style="list-style-type: none"> *Experiments with blocks, colours and marks. *Uses various construction materials. *Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces. * Joins construction pieces together to build and balance. *Realises tools can be used for a purpose. *Notices what adults do, imitating what is observed and then doing it spontaneously when the adult is not there. *Manipulates materials to achieve a planned effect. * Constructs with a purpose in mind, using a variety of resources. *Uses simple tools and techniques competently and appropriately. *Selects appropriate resources and adapts work where necessary. *Selects tools and techniques needed to shape, assemble and join materials they are using. *Create simple representations of events, people and objects. *Introduces a storyline or narrative into their play. *Plays alongside other children who are engaged in the same theme. *Plays cooperatively as part of a group to develop and act out a narrative. *They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. *They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.

Permanent Resources	Possible Experiences	Adult's Role & Links to EYFS	
<p>Clearly labelled storage boxes Accessible shelving Pictures of buildings/vehicles, locally themed reference photos Appropriate books Drawing and writing materials (e.g. clipboards, assortment of pens). Large and small wooden blocks Purchased construction kits e.g. Lego, Duplo, K'nex, Mobilo Selection of play people, vehicles and animals Selection of natural/reclaimed materials Space to display finished models and those in progress</p>	<p>Playing collaboratively Using the construction area appropriately Making choices Opportunities for talking through shared activities Following instructions Making plans Presenting ideas to others Using story and reference books Writing for different purposes e.g. lists Writing own name and other captions Develop mathematical language e.g. position, size, shape, comparisons Problem solving opportunities Creating and recreating patterns and models Matching and sorting shapes Ordering items by length or height Exploring a range of construction materials that fix together in a variety of ways e.g. by twisting, slotting, pushing, clipping Balancing construction pieces Designing and making their own models Manipulate a range of equipment and tools Create real-life and imaginary models Develop their own ideas over a period of time Representing own experiences through imaginative play</p>	<p>Unique Child *Provide a range of books that reflect the diversity of individuals and communities. *Encourage children to take responsibility for using the area appropriately and safely. *Consider each child's stage of development and support their individual interests. *Supporting the individual child whilst recognising the needs of the group.</p>	<p>Positive Relationships * Help children to cooperate, share, work together and individually. * Encourage children to respect other children's constructions and ideas. * Use photographs of children's constructions to share with parents. * Playing alongside children, demonstrating making constructions and solving design problems e.g. How can I make this tower balance? *Have agreed expectations between staff as to how the area should be used to ensure consistency for children.</p>
		<p>Enabling Environments * Review the environment resources regularly. * Encourage children to contribute to keeping area tidy. * Use the experiences children bring from home as a starting point for their learning. * Posing carefully framed open-ended questions, such as 'How can we?' or 'What would happen if?' *Exploit the mathematical potential of the construction area. * Observe: Children's interactions with others. Motor coordination and skill development. How children use resources to design and make. Use of language for communication and thinking.</p>	<p>Learning & Development *Ensure the space for constructional play continues to change in response to the developing needs and interests of the children. * Offer encouragement, clarify ideas and ask open questions. *Support and extend the children's thinking and help children to make connections in learning. *Allow sufficient time for children to explore and develop ideas and finish working through these ideas.</p>